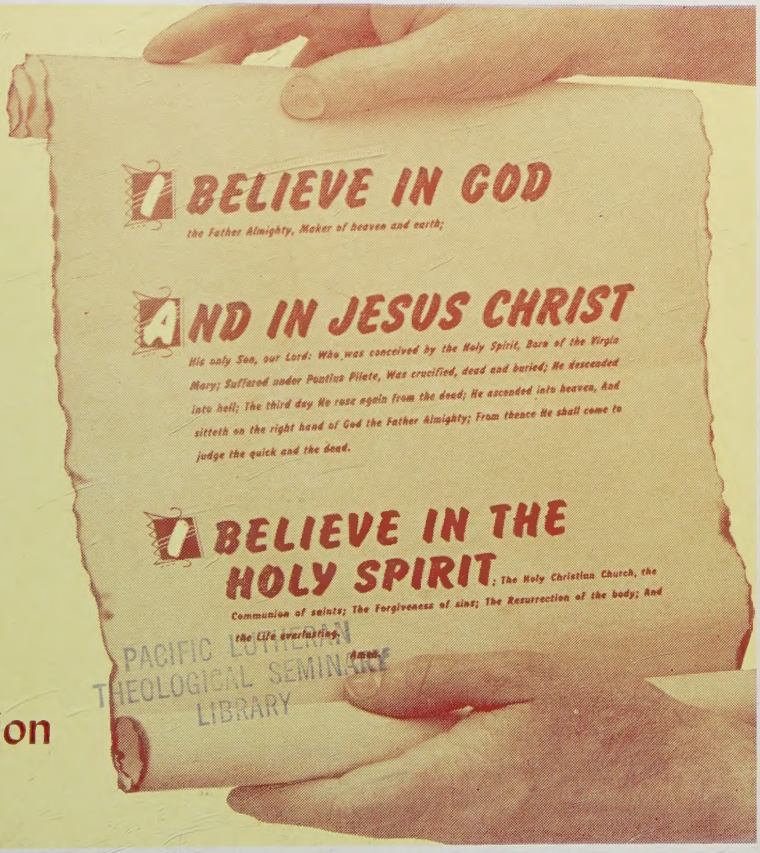
The Church School Teacher

ume XXII September 1953 Number 7


I BELIEVE IN GOD
the Father Almighty, Maker of heaven and earth;
AND IN JESUS CHRIST
His only Son, our Lord: Who was conceived by the Holy Spirit, Born of the Virgin Mary; Suffered under Pontius Pilate, Was crucified, dead and buried; He descended into hell; The third day He rose again from the dead; He ascended into heaven, And sitteth on the right hand of God the Father Almighty; From thence He shall come to judge the quick and the dead.
I BELIEVE IN THE HOLY SPIRIT; The Holy Christian Church, the Communion of saints; The Forgiveness of sins; The Resurrection of the body; And the Life everlasting.
Amen.

PACIFIC LUTHERAN THEOLOGICAL SEMINARY LIBRARY

Parish Education Month

MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XXII No. 7

September 1953

LAEL H. WESTBERG
Editor

RAYMOND A. VOGELEY
C. E. LINDER
PAUL M. LINDBERG
KENNETH G. ANDEEN
Editorial Advisory Committee

COVER:

1953 Parish Education Poster

CONTENTS

ARTICLES PAGE

I Believe 4

Rally Day—Promotion Day 7

Rural Trends 10

Helps for Teachers of Beginners .. 12

Helps for Teachers of Primary Children 17

Helps for Teachers of Juniors 22

Helps for Teachers of Intermediates 28

EDITORIAL

Just a Few Words 1

Director's Column 2

Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, 90 cents each. Single subscriptions, $1.10. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., at the special rate of postage provided in Par. 4, Sec. 358, P. L. & R., Act of February 28, 1925. PRINTED IN U. S. A.

The Church School Teacher

Vol. XXII SEPTEMBER 1953 No. 7

Just a Few Words

By THE EDITOR

HELLO. Here we are. Back again for another Church School year. And a happy, growing-in-the-faith year we hope it will be. For all of us. I believe it will be.

I Believe. That is the Parish Education theme for the year. Parish Education Month revolves around it, with an enlargement of our cover as the poster, and tracts of the four emphases—*Knowing Your Faith, Nourishing Your Faith, Living Your Faith,* and *Sharing Your Faith.*

Knowing Your Faith

If your Church School has not secured copies of the tracts—they are for general distribution to church members—please rush your order to your church publication house. There is still time to distribute them.

In this issue Dr. R. A. Vogeley, director of parish education for the American Lutheran Church, writes on *Knowing Your Faith.* In succeeding months there will be articles on the other phases.

The article on *Rally Day—Promotion Day* is by Ella Osten, staff member for the Board of Parish Education, ALC. She is well known to the readers of THE CHURCH SCHOOL TEACHER.

Trends and Friends

Arnold H. Nelson, Augustana pastor at Munterville, Iowa, continues his series on the *Church School and the rural community.* This month we have his book review on *Rural Trends.* Last April, readers will remember, he gave us a true-false test. There will be more from him. Articles, I mean. Tests, too, maybe.

The remainder of the issue is devoted to the quarterly teachers' helps. They are written by the Augustana parish education staff, old friends of our readers.

From Your Director

By L. H. WESTBERG
Augustana Lutheran Church

THERE is interesting new material available for use with this fall's *Christian Growth Series.*

Good teachers are always looking for new pictures, stories, and activities to enliven their lessons and to open the doors to their pupils' minds and hearts. Sometimes parish education departments interpret this to mean new courses are wanted.

But, if a good basic course is available, teachers are helped more by new supplementary materials than by new courses. At least that is what Augustana teachers have said. And we of the Board of Parish Education agree.

Teaching Pictures

That is why our board has worked to get new supplementary material for the Christian Growth Series. Last year we produced large teaching pictures for use with the Beginners and Primary courses. With these pictures, guides were provided to help teachers use them.

This summer we have developed two new sets of teaching pictures. These are for use with the 1953-1954 Beginners and Primary courses. The sets are available from the Augustana Book Concern, $3.00 per set. If you order your sets now you will have them in time for your 1st quarter preparation.

But, that is not all. There is new missionary educational material. In co-operation, the Women's Missionary Society and our Board of Parish Education have produced mission studies and worship services correlated with the 1953-1954 Beginners, Primary, Junior and Intermediate courses. Included are missionary information, stories, pictures, worship services and application activities.

A First

I think Augustana is the only church where you will find missionary education so closely related to Church-school courses. We who work in parish education are thankful to the W. M. S. for their co-operation. It is not easy to design material to fit particular lessons in particular courses. Bu

the education staff of W. M. S. and the staff of our Board of Parish Education have done it.

Here is the list of missionary helps. Order them direct from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

Packet for Junior Course I and Intermediate Course I

Title of Packet—*Christian Growth Through Sharing*

Price per packet—$1.00

Additional copies of Intermediate book—35 cents each

Five or more copies of Intermediate book—30 cents each

Additional copies of Junior-Intermediate picture sets—25 cents

Beginner-Primary Picture-Story Series

Title of Series—*God's Children Everywhere*

Price—$1.25

Description: The series contains twelve black and white missionary pictures with accompanying stories.

Triple T

We won't be letting up on the Triple T program this year. In fact there will be more activity than ever in the teacher training field. We will be starting in Minneapolis the last of August. Next will be Canada. From then on there will be no let up until next June. We will tell you about it as we go.

Best wishes for a good pre-quarter church-school staff meeting in September. You will be having one, won't you? Make it a preview of the fall quarter's courses And do set up your quarter's aims.

ECHO FROM VACATION CHURCH SCHOOL

It was four-year-old John's first experience with Vacation Church School. Each day he came home with a new tale of high adventure: We learned a hymn today. Today we marched. Teacher told us a story. We saw pictures today. We listened to a phonograph record. Today . . .

At the close of the first week, Dad, amused by it all, said jokingly: "Well, John, looks to me like you aren't learning much in church school. You do the same things there that you do at home—march, sing, hear stories, look at pictures. What do you do in school that you don't do at home?"

Quick as lightning came John's answer: "We line up for lavatory."

J. C. E.

"I Believe"

By R. A. VOGELEY

THE WORDS "I Believe" are the theme for this fall's Parish Education emphasis in all of our congregations. This is one in a series of emphases sponsored by the churches in the National Lutheran Council. In 1951 the theme was "Teach My People." Last year it was "The Living Word in Living Language." In 1954 it will be "That They Might Have Life." Notice the development of thought.

Teach My People

"Teach My People" is a divine command. Teaching is not optional but basic in every congregation. God has also shown us repeatedly that we are to teach *people.* Also recall the words of Jesus, "teaching *them* to observe." Although we are concerned about the content which we teach, we must also remember that we are first teaching not the Bible nor the faith but *people,* boys and girls, women and men. With each teacher this becomes more personal. You are teaching not "a class" but Bill and George and Jane and Mary.

We must teach His people His Word. The Bible has always been and must always be our basic textbook in Christian education. Through the teacher it must be expressed and lived in language which Bill, George, Jane and Mary can understand.

This year's Parish Education Emphasis points up the importance of The Christian Faith. In addition to the poster, four tracts explain and promote different phases of the emphasis. They are—Know the Faith; Nurture the Faith; Live the Faith; and Share the Faith. One will be briefly highlighted in the Church School Teacher each month until the end of the year.

Know The Faith

Of course we want Bill, George, Jane, and Mary to learn something in order to believe something. Since the Sunday school is the congregation's main educational agency for its members of all ages it is only natural that the Sunday school will teach the faith held and expressed by the Lutheran Church. Our Lutheran Church is a doctrinal church. We have ex-

cellent statements of truth to teach to others. We teach in order that each one may know the divine truth as revealed in the Bible and as summarized by the doctrinal statements of our church. One of the great aids in doing this is our own Lutheran Church School lesson material. Only in our Lutheran series will you find regular and appropriate references to Luther's catechism, statements of our faith, and memory work graded to the age group.

The Teacher Must Know The Faith

It may seem almost unnecessary to remind teachers that if they are to help their pupils know, appreciate, and appropriate the Faith, the teachers themselves must know and live it. The pupils learn what their teachers teach.

Therefore, you need to study the Word of God and the doctrines of the Christian Faith in order that you may clearly and convincingly teach others.

If you have not reviewed recently the basic teachings of our Lutheran Church, do so. It may be in the pastor's adult membership class. It may be at a Teachers' Training class in your own congregation or zone. It may be done privately by studying a leadership book such as "Basic Christian Teachings" by Heinecken. Always keep in mind how you can express and explain these truths in the simplest, clearest language for your age group.

More Than Doctrine

At times the Lutheran Church has been charged with being more concerned about teaching the head than reaching the heart. If true, that is a serious matter. A teacher may be so intent on imparting facts that he forgets the real reason for teaching people. A teacher may drill, drill, and drill some more on Luther's meanings of the various parts of the catechism without ever helping her pupils to understand and appropriate the truth expressed by those words. A good teacher will keep in mind the final goal of teaching so that Bill, George, Jane, and Mary will learn and believe, growing in understanding and bringing forth good fruit in daily life.

Know Jesus

Always remember that at the heart of our faith is a Person. Our faith is never based merely on formal statements, no matter how well written. Our Christian Faith is in a living Person, who once

died but rose again on the third day. True faith is complete personal commitment to Christ, our Saviour and Lord.

To Know Jesus

So when we say "Know the Faith" it starts with the deep truth that we are to Know Jesus. What does it mean? Far more than knowing a few facts about His birth and life. Christ becomes a Friend, Companion, and Guide. We know, understand, and appreciate Him personally through constant association.

But knowing Jesus and having faith in Him goes deeper than that. It means that we are to have His mind in us. In other words we are to know all we can learn about Him and His will and then let that knowledge and wisdom control our minds and lives. Then with St. Paul we and our pupils can say, "Indeed I count everything as loss because of the surpassing worth of knowing Christ Jesus my Lord."

THE FAITH

"SUCH external things as confession, bowing our knees, making the sign of the cross mark no distinction between Protestants and Roman Catholics. Luther himself went often to confession, he bended his knees both at home and in the church, and in his little catechism he suggests that a Christian should make the sign of the cross both morning and evening. In such matters there is no difference between the pope and ourselves except that we consciously remove all ceremonies that are unscriptural, but make use of all others in evangelical freedom, when they serve the edification of believers.

The deciding factor is something entirely different. It is the doctrine of justification by faith. He alone is an evangelical Christian who possesses the secret of faith in his heart, so that he believes in the forgiveness of sins for the sake of Christ's atonement and through that faith is united with his Saviour. That faith is found only where God through His Spirit and His Word teaches us the poverty of the spirit and daily leads us to the cross of Christ."

From *The Message of the Church in a Time of Crisis,* by Bo Giertz

Rally Day — Promotion Day

By ELLA OSTEN

RALLY Day! Promotion Sunday! When? How? Have you ever asked these questions when making plans for a new year of study in your Sunday church school? To find satisfactory answers one needs to consider the purpose of such a special day or days in the Sunday church school.

Last Sunday in October

For a number of years it had been customary to have a Rally Day following the summer vacation season. The purpose of this special day was to encourage every enrolled pupil to be present so that all might begin a new year of work together. Now that the Sunday church schools are divided into departments suitable to various age groups and lesson materials are graded accordingly, it has been found worth while to mark the completion of each year's work on Promotion Sunday.

The new year of study in the Sunday church school begins on the first Sunday in October. The last Sunday in September, therefore, is the logical time for the observance of Rally and Promotion Day. As *Rally* Day this is the time to gather together those who have been in regular attendance, those who have been more or less irregular during the summer months, and those who are the prospective new members of the school. As *Promotion* Day it calls attention to the work that has been accomplished, helps pupils realize that they are to grow in Christian knowledge and living, and acquaints them with new classes, teachers, and materials. As a Rally and Promotion Day this occasion is to stimulate the enthusiasm, increase the anticipation, and strengthen the desire of each pupil to grow in "The grace of our Lord and Saviour Jesus Christ." Thus this last Sunday in September can be an inspiring and important day in the life of each pupil.

Plan Wisely

It is difficult to measure a pupil's growth in Christian faith. And Christian knowledge is only a means to an end. Yet pupils can be encouraged to learn more about God's Word and to express their

faith in their daily lives. It is necessary then that we plan wisely for Promotion Day in our school if we are to accomplish the desired results.

It is, of course, impossible to outline a program which would be suitable for all our Sunday church schools. No matter what suggested plans are given each local school will need to adapt and adjust them for the local situation. What would work well in a smaller school may not be suitable for a larger school where all departments do not meet together. The following suggestions are given for consideration and adaptation.

Some Suggestions

Where it is possible for the entire school to meet in assembly, the promotion might take place in a closing worship service. There would then be no opening worship period that morning. Instead, each class would go immediately to its place, have an opening prayer, and finish the work of the unit or quarter. At a set time the entire school would assemble for the closing worship. This should be a service of thanksgiving and praise for it is a joyous occasion. Favorite songs learned throughout the year should be sung. Promotion of classes may begin at the top. For example, some of the seniors may be entering a Pre-service Training Class, others a Young People's group.

The superintendent will want to note this progress and commend those who are training for service. Next would come the promotion of the class or group from the Intermediate section into the Senior department. Pupils being promoted may stand as the superintendent of the school or of the department comments on their promotion and presents them to their new teacher. Each group follows in order until all the classes have been promoted.

Not Over Thirty Minutes

Following the Promotion, announcement should be made of any new classes which have been organized such as Parents' classes and additional Bible classes. Regular attendance should be encouraged in all classes. The service may be closed with a brief prayer and a short hymn or doxology. This entire service should not take more than thirty minutes. It needs to be well planned so that everything will move quickly and smoothly.

Where the Sunday church school is so large that the entire school

cannot meet in one assembly, it is suggested that several assemblies be planned; as many as may seem feasible. For instance, the nursery and kindergarten classes may meet in a pre-school assembly, primary and junior groups may meet in another assembly, and the rest of the school in still another. Promotion in each assembly might take place as outlined above. Whatever the plan, it must be remembered that the purpose of this special day is to stimulate enthusiasm, promote a feeling of satisfaction for work well done, and arouse anticipation for the new work ahead.

Badges

To stimulate enthusiasm each pupil might be given a badge to wear. Each department could have a different colored badge and its own design. Pupils being promoted would be given the badges of the department they are entering. Each teacher could distribute the badges to her class as the pupils come.

It is understood that all pupils will go immediately to their new department on the first Sunday in October. This is an important day in the life of the Sunday church school and everything possible should be done to make it so. Each department might have a special committee to welcome every newcomer, show him to his class, and help to make him feel at home. New lesson materials should be ready for use.

It's Fun

All teachers should make a special effort to be on hand early to greet the pupils as they arrive. The worship service should be well planned. The session should begin promptly and move smoothly. Well-laid plans will mean a happy, busy morning on this first Sunday in October. It's fun to be promoted and go to a new class where one is welcomed and where important work is done right from the start. Teachers and officers, help your school to look forward to Promotion Day and a new year of work in your Sunday church school.

Train up a child in the way he should go . . .and walk there yourself once in a while.—Josh Billings

Rural Trends — A Book Review

By ARNOLD H. NELSON

"Rural Trends" is a book written by Arthur F. Raper and published by the Extension Service and Bureau of Agricultural Economics, U. S. D. A., Washington 25, D. C. Single copies or quantities are free.

ALL of us like to look at pictures. When pictures help us grasp significant facts quickly they combine pleasure and learning. A graphic Presentation of *Rural Trends* is that kind of book. Mr. Arthur F. Raper* in his book has presented and interpreted what changes are taking place in rural America.

Picture Graphs

In the outlines and graphs, you may find an answer to your question of three years ago, "Why does the census taker ask so many questions?" Other questions it will help answer are, "Is there a future for our rural churches?" "Where can we find more children for our church schools?" "In what areas of life can our church be of greater service to the rural population?"

Twenty five picture graphs tell the story of the following subjects:

1. *U. S. Population, rural and urban*
2. *Farm population (farm differs from rural—rural includes people living in towns under 2,500)*
3. *Changes in Town and Country Population*
4. *Families and Children*
5. *Number of farms in the U. S. A.*
6. *Off farm work by farmers*
7. *Size of farms in the U. S.*
8. *Average Size of Farms by Tenure groups*
9. *Percentage of Farm Tenancy and of Land under Lease*
10. *Tenure of Operators by Class of Farm*
12. *Persons employed on Farms (census years 1910-50)*
18. *Farmers' Co-operatives for marketing and purchasing*
20. *Rise in Farm Family Living*
21. *Farms with Electricity*
22. *Percentage of Children of High School Age in School*
23. *Income of Farm Operators*
24. *Farm Operators' Realized Net Income and Its Purchasing Power*
25. *Physician—Population Ratio*

Rural Population Increasing

We see why the rural church needs to enlarge the borders of her tents and strengthen her stakes. Rural population is still increasing!

We see why rural Church Schools will need to pay more attention to the health practices of her children and young adults: doctors are two to three times more numerous in cities than in the country. If current trends

continue, rural areas will have even less medical services by 1960.

We see why our church colleges need to send forth men and women to teach: 47 per cent of all children in the U. S. live in rural areas. Since 1940 there has been a significant dropping off of children of high school age who are attending high school. The drop is 4½ per cent. If high schools established between 1930 and 1950 are to remain open, we will need more teachers for grade and high schools.

Folk-School Pattern

Institutions like the church and school in rural areas need a program of h e a l t h f u l recreation, which might well include adult education on the folk-school pattern of Denmark. Farmers are working harder and more productively than ever. Recreation and education can help farm families to be the masters rather than the slaves of their work schedules. Boys and girls in 4-H clubs learn the joys of understanding and working with nature. The church school must point out that Jesus our Saviour is the King of Creation by specific illustration connected with our Christian Growth Series lessons.

The teachers and superintendents who want more students in the church school will find that there are many unchurched children among the "recent tenants" and hired men's families. Rural trailer camps give us opportunities to minister to the needs of children.

It is a well known axiom that the size of the Sunday School tends to be in proportion to the adequacy of facilities and quality of teaching. Since 47 per cent of the children of the U. S. live in rural communities, you can see why rural churches are building parish education units. Children are the most important farm crop we have!

There are many church school teachers who live or work in town and are teaching in the home Sunday school in the country. For them particularly, this review is written to encourage them to keep in touch with the great changes which the rural families are experiencing.

* Arthur F. Raper is a sociologist with the Bureau of Agricultural Economics. For many years he was Research and Field Secretary of the Commission on Interracial Co-operation, A t l a n t a, Georgia. His book *Preface to Peasantry* 1936 and *The South's Landless Farmers,* a pamphlet showed him to be a sociologist with a Christian conscience.

Helps for Teachers of Beginners

Christian Growth Series, Beginners I, First Quarter

By RUTH SWANSON

"THE day before" has always been filled with an air of expectancy. Remember our excitement as little children on Christmas eve, the day before our birthday, or the day before the circus? Undoubtedly, we all have vivid memories concerning the eve of some special event.

We are now at the eve of another special event—the beginning of a new church school year! Similarly, there is an air of expectancy. We are wondering about our pupils, next year's materials, and methods of using that material in such a way that both pupil and teacher will grow in fellowship with God, in Christian faith and Christian living.

Thumb-nail Description

To be effective teachers and do our work enthusiastically we *must be prepared.* This quarter's teacher's guide is well planned. Let us resolve to become thoroughly acquainted with it and use it in all of our preparation.

One important phase of our preparation is learning to know our pupils. Each one of us needs to be informed concerning the characteristics of these four and five year olds. Our author has given us, on pages 8 and 9, a thumb-nail description of the beginner child. Those just promoted from the nursery department will need some special attention the first few Sundays. No. 7 of "Suggestions for Planning the Session" pp. 11-12 has excellent suggestions on helping these youngsters to adjust to their new church school environment.

The Procedure

Knowing our materials is another part of our preparation. Briefly, the procedure which Mrs. Nordgren outlines is:

1. General survey of the entire quarter
2. Study of the units of the quarter
3. Planning of each lesson

In a quick preview, we notice this quarter is divided into three units, two of which make use of the beginner's interest in holidays: Thanksgiving and Christmas.

Unit A

The opening unit, "We Come to Learn About Jesus," is intended to be used as an orientation into the year's material. Since most of our children have attended nursery class the title might more appropriately be, "We Come to Learn *More* About Jesus." Rather than *introducing* our children to Jesus, we will help them to *know Him better.* We must teach each Bible story in such a way that it will have real meaning for them and apply to each child personally. The aims of these lessons remind us to stress, with our children, such characteristics as friendship, service, obedience and good-will in relation to their Christian living.

Background

We must remember our children's lack of background for understanding many Bible stories. Pre-session time is an excellent time to use various means to build background and motivate interest. We are given several ideas in the sections called "Suggestions for Planning the Session" and "As the Children Come." Magazine pictures emphasizing the theme of the lesson, used as "conversation starters," would be a good way of bringing it into the children's consciousness. Models of various scenes, e.g. fishermen with their nets, for lesson 4, will motivate interest as well as stimulate review on the following Sundays.

New songs might also be taught at this time. "Jesus, Friend of Little Children" would be a good unit song. Christian service is stressed throughout the unit and the second verse is particularly applicable.

A dramatization as suggested for Lesson 2, a picture study as for Lesson 4 or a flannelgraph would add variety to the discussion and recall of stories.

"If Jesus Came to My House" by J. G. Thomas is a story poem about a boy who imagines Jesus coming to spend the afternoon. This is a different way of indirectly suggesting ways of carrying out the Golden Rule. It is a book which parents and children could enjoy together.

Unit B

Unit B, "Jesus Helps Us to Be Thankful," emphasizes thankfulness and closes with the Thanksgiving lesson. Through the stories of this unit we will consider the why, how, and when of our expression of thankfulness.

If we remember that our thankfulness should be in *"doing* as well as *praising,"* a service project would be a natural outgrowth of the unit. We might choose one of those suggested in our guide: the making of scrapbooks or filling a Thanksgiving basket. There may be some specific local project with which the Beginners could help. Any activity connected with such a project could be done in pre-session time and finished before the culmination of the unit.

O. T. Festivities

Before teaching lesson 7 we must reacquaint ourselves with the necessary background concerning the Old Testament festivities which were similar to our Thanksgiving. In addition to reading the long references suggested in the teacher's guide we would do well to study parts relating to those references, in some Bible commentary.

In addition to a unit review, in lesson 8, we will also tell our children something about the first Thanksgiving Day in our country. They are too young to realize much of its significance, but we should help them understand that a day was set aside to *give thanks to God.*

Unit C

The quarter closes with "God's Christmas Gift" which presents in a five lesson series, the events of the Christmas-Epiphany story in chronological order.

"Careful story preparation is more necessary than ever" before teaching the Christmas lessons because they are so familiar to us. We need to pray, as always, that our teaching will be meaningful.

An interesting review can be carried out in pre-session by using a creche, beginning with the manger scene and adding shepherds and wise men after those stories have been told.

The Real Meaning

The excitement of Christmas preparations—decorating, shopping for gifts, etc.—seems all important to our children. However, we must not forget the real meaning of Christmas giving. The service project, suggested in lesson 10, would put our children on the giving end of the Christmas celebration. The pre-Christmas pre-sessions will be filled with the buzz of happy children preparing to share their happiness with others. Their enthusiasm will be contagious—may it genuinely infect us also.

Our children could "read" the pictures of "Tell Me About Jesus" by Mary Alice Jones and tell the entire Christmas story. We might suggest that this book be used in the home during the Christmas season.

Departmental Meetings

The author suggests to us that we familiarize ourselves "thoroughly with the material of each lesson" and that "the department staff should meet regularly to plan coming sessions." At such meetings we can make plans for the next unit of lessons. This would include:

1. A preview of the unit; the biblical basis and the unit project.
2. Plans for each lesson:
   a. Pre-session activities
   b. Bible lesson: introducing, telling and discussing it
   c. Summary of lesson and planning of worship
   d. The worship: using the songs, Bible verses etc. studied
3. Preparation of materials needed to carry out the lessons as planned.

Some Introductions

The education staff of the Augustana Women's Missionary Society and the staff of the Board of Parish Education have outlined plans for missionary emphasis correlated with the Christian Growth Series. This fall mimeographed copies of those plans, called "God's Children Everywhere" and twelve large teaching pictures with stories will be available from the Women's Missionary Society Headquarters, 3939 Pine Grove Ave., Chicago, for $1.25. With this help we will be able to place emphasis on missionary activities in the appropriate lessons of each unit.

Another addition to our Beginners Department is a new Christian Growth Series Picture Set. This one, correlated with Beginners I, has eighteen pictures and a guide explaining their use. Incidentally, for those of us who have the Beginners II set, this addition will give us thirty-six pictures as supplementary teaching material. In many cases the sets can be used interchangeably.

General Suggestions

Teaching the Beginners revolves around the day's story. Better teaching is done when we need not be concerned about *reading* the text, but can give our entire attention to *telling* the story. On page 15 of our guide, we find good advice on improving our story telling.

Most of us will need help to transfer the stories to child language, particularly the Old Testament stories. *Marian's Big Book of Bible Stories* by Schoolland is an excellent book to use for this purpose.

May we, during this church school year, follow our author's advice and not only know the facts of each lesson, but live it, feel it, and lose ourselves in it so completely that we will be at ease and our pupils will respond.

A WHOPPER

It was Sunday afternoon and Maureen, Sylvia, and Bonnie had just arrived at grandfather's farm. Maureen, eight years, felt it her place to tell her younger sisters some things about the farm. The three stopped in the barn for a few moments and Maureen began her explanation: "Back there, in the corner, is the bull. And all of these other cows belong to him. They're his wives."

Amazed, Sylvia and Bonnie looked at the herd just in from pasture. After a moment's hesitation, Maureen continued: "My! that must have been a big wedding."—P. L.

Helps for Teachers of Primary Children

Christian Growth Series, Primary I, First Quarter

By ERLEEN LINDEMAN

THIS is a brief outline of this quarter's material. Use it only to start your thinking and planning. Departmental meetings and individual study are needed to augment it.

Unit A. *What's in the Bible?*
Preview of the unit:

In this unit the child becomes more aware of the composition and content of the Bible. He learns how this book came down through the ages through the work of scribes, monks, scholars, and printers. He sees the power and influence of God's Word in the world. To the child in these six lessons the Bible becomes a real and needed guide for daily living.
Resources for teaching this unit:

Films—*The Story of our Bible* (Pilgrim Press—black and white filmstrip)

This film gives an excellent history of the Bible down through the ages. It gives the teacher excellent background for teaching this unit.

Teaching the Bible to Children 6-11 (Produced co-operatively by the Boards of Parish Education of the American, Augustana, Evangelical, Missouri, and United Lutheran synods—black and white filmstrip with recorded narration)

This filmstrip gives ways and ideas for the teacher to make the teaching of the Bible more meaningful.

Books—*Tell Me about the Bible,* Mary Alice Jones (Rand McNally—Chicago)

Parents sometimes ask for material to use at home that would correlate with their child's church school work. This book in its contents follows closely the plans of this unit of study. Suggest it to the parents of your pupils.

Pictures—*Primary I, Christian Growth Series Picture Set* (Prepared by the Board of Parish Education—Augustana Lutheran Church)

This is a new set of 18 (12" by 17") colored Bible and applica-

tion pictures to use with the primary material this year. A guidebook with each set helps the teacher in her use of these pictures.

Development of the unit:

Before actual study can be made of this unit, it is necessary to read the Bible basis for each lesson, know the contents of each lesson, and study carefully the Teacher's Guidebook. This study plus departmental meetings would aid in the setting up of goals for our teaching. Perhaps for this unit, aims such as the following could be our guides.

1. To help each child become more familiar with the content and composition of the Bible.

2. To give each child an understanding of how the Bible has come to us down through the ages by the work of scribes, monks, printers and scholars.

3. To develop in each child the desire to read the Bible and follow its teachings.

4. To create within each child a thankfulness for the Bible and desire to share it.

Class Project

The guidebook gives us information and guidance in carrying out the aims of the lessons of the quarter. On page 26 there is a suggestion that each child write an individual letter to someone telling them about Jesus. As writing and spelling are still rather labored for children of this age, let them write this letter as a class project. As they dictate the message to you, print it on a large sheet of paper. When it is finished, the children could give it to another class in the church school or share it with another primary class in another church school.

Ten Commandments

There is also the suggestion that the Ten Commandments be studied in this unit. This could be done as home assignments by the second and third graders. These assignments would need careful explanation and discussion before they are sent home. A commandment a week would be sufficient for study. Mimeograph a copy of the commandment with an explanation of the commandment under it. (Use *The Ten Commandments* by Mary Alice Jones to help you with these simplified explanations)

Each week the child would take home a mimeographed copy of a commandment and its explanation. These sheets could be placed in a booklet. The cover for the booklet could be made in church school in the first lesson of this unit. The

making of such a booklet cover would motivate the commandment assignments. The finished booklet would give to the child a source-book for the understanding and learning of the Ten Commandments.

Culmination of this unit:

Plan a film party for your pupils some night after school prior to lesson six. Use the filmstrip, *The Story of our Bible,* narrating it yourself instead of using the prepared script. In this way you could explain and use the film in light of what you have studied in your class.

Unit B. *We Learn how we shall Pray*

Preview of the unit:

This unit develops the concept that prayer is the way that the Christian talks with God. Through its stories the child sees that mighty Kings like Solomon needed God's help and that Christ, the Saviour of the world, continually sought God's guidance at all times. The child realizes through this study that he too can speak to God at all times, in any place and about anything.

Resources for teaching this unit:

Film—*Christian Prayer* (Church Craft filmstrip—black and white)

This filmstrip gives the teacher a real understanding and meaning of prayer to the life of a Christian.

Books—*My Prayer Book* Margaret Clemens (Rand McNally—Chicago)

This book is written for primary children. It develops through its contents the thought that we can pray to God at all times. Use it during the pre-session time of your lessons.

Pictures—Continue to use the Christian Growth Series Picture Set, Primary I. (See Unit A)

Development of the unit:

Proceed in the preparation for this unit in the same way as you did for Unit A. Read Psalm 103 and Psalm 104 as suggested by the author of the guidebook. The readings of these two chapters will help you in setting up your goals for teaching. The aims for this unit could be the following:

1. To create within each child a thankfulness for the Bible and for God's world.

2. To help each child know how to express himself to God in prayer —in thankfulness, in praise and in guidance for help and forgiveness.

Throughout this unit the guidebook gives plans that are easy to carry out with each lesson. Have the wonderful experience of helping your pupils create a Psalm prayer. (See Teacher's guide, p.

41) Continue during this unit the commandment study that was started in Unit A.

Culmination of the unit:

This unit could be brought to a close with carrying out of a Thanksgiving project. (See Teacher's Guide, p. 45)

Unit C. *God's Message to Us*

Preview of the unit:

The title of each lesson of this unit really tells its story. God speaks to us through His Creation, His Bible and His Son. The child through this unit is filled with thankfulness and joy for God's goodness to him.

Resources for this unit: (These books may be purchased from your church publication house.)

Films—*Creation* (Apostle's Creed Visualized—colored filmstrip)

This filmstrip gives the teacher a good review and understanding of the first article of the creed.

Holy Child of Bethlehem (Cathedral—colored filmstrip)

This filmstrip is based on the Christmas story from St. Matthew.

Books—*God Planned it that Way* — Carolyn Edna Muller (Abingdon-Cokesbury Press)

This book helps the child to become more aware of the world around him and its Creator. This book is excellent to use in the class and also in the home.

The Christmas Story Ruth S. Gray (Warner Press, Anderson, Indiana)

This is a very beautifully illustrated story of the Nativity. With the book comes a sixteen piece manger set in full color.

Pictures—Continue to use the Primary I Christian Growth Series picture set. (See Unit A)

Development of this unit:

Approach this unit with the same type of study that you did for the other two units. Aims for this unit could be the following:

1. To give each child an understanding of how God speaks to us through His world, His Bible and His Son.

2. To help each child realize the joy of the Christmas story and want to share it with others.

This unit is usually taught with thoughts of a Christmas program in mind. Much of the material of the lessons of this unit could be basis for the primary department's part of a Christmas program. Songs, verses and pictures used and studied during the unit could be correlated into a program.

Culmination of this unit:

For lesson 13 of this quarter use the filmstrip, *Holy Child of Bethlehem.* Narrate it yourself instead of using the prepared script. This film could be shown to the entire

primary department and then the children could go to their individual classrooms for study of the leaflet.

Start to Plan!

Note: The Women's Missionary Society (Education Committee) of the Augustana Lutheran Church has correlated a missionary emphasis for each lesson of this year's material. Use their excellent plans, pictures and stories to supplement your teaching. Write to them at 3939 Pine Grove, Chicago 13, Illinois.

The American Lutheran Church suggests these following books for use this quarter for missionary emphasis:

My Story Book About the Bible Mable Niedermeyer

Thirsty Village Dorothy Blatter

The Round Window Elizabeth Allstrom

(These are published by Friendship Press.)

TRUE CHARITY

"It is no great matter to live lovingly with good-natured, with humble and meek persons; but he that can do so with the forward, with the willful, and the ignorant, with the peevish and perverse, he only hath true charity."—JEREMY TAYLOR

Helps for Teachers of Juniors

Christian Growth Series, Junior I, First Quarter

By HILVIE M. OLSON

THE NEW church school year will soon commence. With it there will be new books, new teachers, and new classes. A younger group of children — the fourth graders — will enter the Junior Department.

Proceed With Care

We teachers of fourth graders must proceed slowly and carefully at first. Our pupils are just growing out of the "Primary" stage and will find the "Junior" material strange and difficult. We teachers must be patient with them and help them make the adjustment. We must make the lessons easy and interesting and take time to help them learn to use the Bible and other resource material. We must plan our lessons so that the aim is accomplished without using all of the lesson material. Then, as the year advances, and as the pupils grow rapidly in skills and abilities, we can adjust our teaching to meet their needs and interests. It's a thrill to watch the metamorphosis of a junior!

Patriarchs and Leaders

This fall the juniors will study about the patriarchs and leaders of the early Bible times. These Old Testament heroes have been introduced to most of our pupils already, but the chronological story of God's revelation to man is new to them. In fact, before the junior age, children are not much interested in chronology. Now they are. Aware of this interest, the public schools teach much local, national, and world history to the fourth, fifth, and sixth graders.

What God is Like

Juniors are fascinated by studying about mankind's past, about pre-historic times, and about scientific evidences of life long ago. They find much to interest them in a museum. They realize that scientists are still digging out bones from far beneath the earth's surface to learn more of what life was like before man began writing his own history.

Juniors also are interested in discovering how man found out

what God is like, and what is man's purpose in life. This the public schools do not attempt to teach. Our church schools have that responsibility.

Our chief text for this teaching is the Bible. In it are recorded the experiences of different persons to whom God revealed, by various means, things about His nature, His purpose, and His will. Some of these experiences were written by the persons themselves as a witness of their faith. Others were told from generation to generation before they were actually written. The Hebrews first wrote of their experiences after they had settled in their own land and had their own kings. These writings make up the Bible background material for *Patriarchs and Leaders.*

"Way Back"

When writing these accounts, the Hebrews used some of the written records of experiences during their wanderings and the oral traditions which had been handed down from generation to generation. The written records provided material for much of Exodus, Leviticus, Numbers, and Deuteronomy. Genesis was based on the handed-down "by word-of-mouth" stories.

When the Hebrews began writing of their early history, they thought it only natural to go "way back" to the beginning of the world. Therefore they included the story of creation.

Unfortunately, this story of creation has caused unnecessary tension for many persons. Juniors may experience this tension, too, when they learn in public school that life on earth evolved over a long, long period; and they learn in church school that God created the earth, and all that is within it, in six days.

We Sunday school teachers need not fear any conflict at this point. We can remind the juniors that a *day* can mean a thousand years. We often speak of the 33 years of Jesus' life as *the day* of Jesus. Modern times are referred to as *our day.*

4004 B. C.

Erroneously, the date of 4004 B.C. was placed in a footnote of the King James Version of the Bible as the date of Adam's creation. Sometime during the seventeenth century a man by the name of Usher theorized this date from incomplete Bible data and it was placed in a footnote of the King James Version. We teachers can help the juniors realize that it is

not in the newer versions of the Bible because it is not true.

We need to help the juniors realize that the Bible is not meant to be a complete history or science book. It is much more than a history. While science and history help us understand *how* and *when* the world was created, the Bible helps us know *why* and *by Whom* it was created. The religious truth God gives us in the Genesis story is that He, God, created the world, and He did it for a purpose.

Aims for Quarter

The author of *Patriarchs and Leaders* makes clear to us the quarter's aims. As stated on page 5 of the Teacher's Guide, the major aim is "to help the juniors begin to appreciate God's plan for man, as it is revealed through the great historical characters, religious laws, and the holy institutions." In doing this they become familiar with the chronological content of the first part of the Old Testament. Also they gain a greater realization of the need of man for a Saviour to forgive him his sins and to give him power to live as God wills.

We teachers need a clear understanding of "God's plan for man" before we attempt to teach it to the juniors. Several of the leadership courses prepared cooperatively by the United Lutheran Church, the American Lutheran Church, and the Augustana Lutheran Church can help us. For this quarter's background study we may consult:

Leadership courses:

Alleman, *The Old Testament—A Study*

Cooper, *The Story of the Old Testament*

Heinechen, *Basic Christian Teachings*

Nolde and Kaufman, *The Bible and Its Use*

Other resources:

Bailey, *Daily Life in Bible Times*

The Westminster Historical Atlas to the Bible (or other historical atlas)

Relatively new books which will help both teachers and juniors gain better appreciation of God's plan for man include:

Bowie, *The Bible Story for Boys and Girls—Old Testament*

Jones, *Bible Stories*

Smart, *A Promise to Keep Unit A*

The first two lessons of *Patriarchs and Leaders* introduce us to the "First Bible People." Through this unit let us aim to help the juniors appreciate that God created the world and all that is within it; that He created man in

"His own image" so that He might commune with him and make known His purposes; and that man disobeyed God and therefore needed a means of salvation so that he may regain the fellowship with God and live in the community of love for which he was created.

The filmstrip, "Creation," from the Catechism Visualized Series may be shown to the juniors during this unit. Standard Color Prints of Old Testament subject matter, available from your publishing house, can be used with this unit and throughout the quarter's study.

Missionary Emphasis

The Women's Missionary Society of the Augustana Lutheran Church has prepared resource material to enable teachers to give an additional missionary emphasis to the Christian Growth Series. Suggestions are given in the booklet, "Christian Growth Through Sharing" (Junior) for planning a worship service to close this and the other units. (This material should be studied along with the Teacher's Guide and Study Book in preparation for teaching. It is available from the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.)

Unit B

Unit B considers the "First Bible Families." God revealed things about Himself to these early family leaders. He revealed to Abraham that He is *one* God and that He expects obedience; to Isaac, that people are to live together as families in peace and love and common purpose; to Jacob, that God is with His people wherever they are and that He will forgive the penitent; and to Joseph, that He enables His people to be faithful—even among pagans.

God With Us

As we learn of these patriarchs' discoveries about God, and of the development of family life among them, let us aim to help the juniors realize that God is with us in our families, is revealing to us the same things as He did to them, and is enabling us to love and obey.

Several available filmstrips can better acquaint us with the patriarchs. Some of those listed in our publishing house and audio-visual catalogs are "Abraham's Faith," "The Call of Abraham," "Jacob and Esau," and "Joseph Sold into Egypt."

Unit C

The next unit introduces us to the "First Bible Nation." It is

based on the exodus of the Israelites from Egypt under the leadership of Moses and on some happenings during their journey.

Through it let us aim to help the juniors realize that when God's chosen people were ready for it, He enabled them to form a nation under the leadership of Moses. As we learn how God trained the Israelites for national living, let us realize that He is still training us to live together as nations of people. He still is calling us to obey and to live unselfishly in a community of love. He is calling us to be righteous stewards of all that He has created for us.

"Life of Moses"

Juniors would enjoy seeing the "Life of Moses" filmstrips while this unit is being studied. Perhaps certain of them could be shown at week-day meetings, family night gatherings, or during pre-session periods. These productions of Cathedral Films may be secured from our church publishing house or audio-visual rental service. The Augustana Audio-Visual Service listed them in its 1952 Bulletin Number 2.

Unit D

The very first lesson of *Patriarchs and Leaders* included the story of Adam and Eve. Through it we learned that man disobeyed God and sin entered the world. In that same lesson we read that God promised a means of salvation for the man and woman whom He had created in His own likeness.

Now, toward the close of the quarter, and as the Christmas season approaches, we learn of God's adherence to His promise. Unit D is entitled "When Jesus Came." It aims to help the juniors realize that God kept His promise and "in the fullness of time" sent the Saviour to redeem mankind and bring about the community of love.

Numerous visual aids are available at our church publishing house for teaching of Jesus' birth and childhood. Filmstrips include "Birth of Jesus," "Boyhood of Jesus," and "When Jesus Was Twelve." Pictures 3, 4, 5, 6, 9, and 17 of the Christian Growth Beginners II picture sets and numbers 4, 5, 6, and 7 of the Christian Growth Primary III picture sets fit in with this unit.

As the author points out, this unit not only helps us to see that Christ's coming was to restore man to the life God had planned for him and to teach the significance of Christmas, but also introduces the second quarter junior material. Our next quarter is en-

titled *The Life of Jesus for Juniors.*

Activities

As we study our Guides and Study Books in preparation for teaching, let us consider carefully the activities listed on pages 56 to 64 of the Teacher's Guide and choose those which will help us accomplish our aims. The suggested story book could be made regardless of what teaching equipment is available. Much of it can be done by the juniors at home, or during pre-sessions.

With my group of juniors, I would like to make the picture map during class time as we study the adventures and travels of the people. I would follow the directions for each lesson's map work as given on pages 60 and 61. I'd enlarge the outline maps printed on pages 62, 63, and 64 on a convenient size and quality of paper and fasten them to the wall with masking tape.

A dramatization of some of the quarter's stories, with an emphasis on God's keeping His promise when He sent His Son into the world, would be a splendid presentation for a Christmas program.

What a thrilling experience can be ours as we guide the juniors in this first quarter of the church school year! As we grow in appreciation of what God revealed to the patriarchs and leaders of the Old Testament, may we grow in ability to receive and practice what He reveals to us.

YOUTH

Youth is such a wonderful thing, it's a shame to waste it on children. That is the opinion of George Bernard Shaw. As one ponders the thought, one wonders if there is any other age group that would put youth to better use.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate I, First Quarter

By ERNESTINE SANDEN

I. A Look at the Year's Course

INTERMEDIATE I is a course especially suited to the preparation of young people for confirmation. The first two quarters bear the title "What's In The Catechism?" and are a complete study of Luther's Small Catechism. The third quarter, "Before and After Confirmation," aims to prepare the intermediate for adult church membership. The year closes with a study called "This Bible of Mine" which not only gives the student further background in the origin of the Bible but also orients him in its use through a happy experience of Bible study. This study centers in the Psalms.

Before the year's work begins it is well to have an aim in mind for all that is to be done in the Intermediate department in 1953-54. Here is a suggestion:

To help the intermediate to understand and accept as his own—

1. The gifts of grace received in Holy Baptism as reviewed in a study of the Catechism and its Bible basis.

2. The responsibilities which are his both before and after confirmation.

3. The blessings which are his through a faithful use of the Word of God and the Lord's Supper.

II. A Look at the First Quarter—What's In the Catechism? We Obey and We Believe

Content: *Bible*—See the Teacher's Guide for each lesson.

Catechism—The Ten Commandments and the Apostles' Creed.

Aims

Aims: 1. To guide the intermediate into further Christian growth through the study of the Biblical truths outlined in the Ten Commandments and the Apostles' Creed.

2. To help the intermediate appreciate the Biblical background of these parts of the Catechism.

3. To motivate and help the intermediate to memorize this Catechism material when it has become

meaningful to him through these studies.

For planning and teaching convenience the lessons of this quarter may be grouped in three units for which the following unit thoughts are suggested:

Unit A—Lesson 1-3 My Relationship to God

Content: *Bible*—See the Teacher's Guide for each lesson.

Catechism—The first three commandments with explanations.

Unit B—Lesson 4-10 My Relationship to Other People

Content: *Bible*—See the Teacher's Guide for each lesson.

Catechism—Commandments 4-10 with explanations

The Summary with explanations

Unit C—Lessons 11-13 What I Believe About God

Content: *Bible*—See the Teacher's Guide for each lesson.

Catechism—The Apostles' Creed with explanations.

III. A Look at the Teacher's Background Needs for teaching the First Quarter

A. Understanding of the Catechism—10 Commandments and the Apostles' Creed.

1. God's purpose in giving the commandments—Biblically based.

2. Foundation in the Faith as summed up in the Apostles' Creed —Biblically based.

Use one or more of the following in meeting this need:

a. Doctrinal Bible study together with other teachers of the church school.

b. Review of the large Catechism-portions on commandments and creed.

c. Study of the filmstrips—The Ten Commandments Visualized—The Apostles' Creed Visualized

d. Study the Teacher's Guide and Study Book for the quarter. This can be done together with other teachers in the department.

e. Read books on the subject

—*The Catechism In Life Today,* Nordgren, (Augustana Book Concern)

—*The Ten Commandments Will Not Budge,* Maurer, (Concordia)

—*Basic Christian Teachings,* Heinecken, (Muhlenberg Press)

—*The New Life In Christ,* Wahlstrom, (Augustana Book Concern)

B. Understanding the intermediate and his background for the quarter's study.

1. Study "Group Experience" in the Teacher's Guide for each lesson.

2. Check the intermediate's background study of the Commandments and the Creed by using a "Prospectus" to the Christian Growth Series. If weekday and vacation church schools are part of the educational program of the church, check those courses also.

3. Use the booklet "Methods for Workers with Intermediates," (Muhlenberg Press)

4. Use the filmstrips, *Teaching the Bible to High School Youth* from the "Teaching the Bible Series" and *How Persons Learn* or *No Two Alike* from the LEAV Kit. (Available from your Board of Parish Education)

IV. A Look at Suggested Plans for the First Quarter

A. Activities

1. Activities suggested in the Teacher's Guide and Study Book

a. The Bible Tablet—See "Procedure" in each lesson plan and pages 65-66 in the Study Book.

b. Memory Work Drill—See the last paragraph on page 14 and the 3rd paragraph on page 52 of the Teacher's Guide

c. The Commandment Bee—See the top of page 23 in the Teacher's Guide.

d. Picture Drawing—See the 2nd paragraph in page 43 of the Teacher's Guide.

e. Plans for Christmas—See the bottom of page 56 and top of page 57 of the Teacher's Guide.

2. Additional activity suggestions

a. A Commandment Class Book—a large book with a page for each commandment and the summary (12 including cover). As each commandment is studied it can be entered in this book. Its explanation can be illustrated with a Bible verse, a drawing, or a cut-out picture.

Planning

b. Quarterly Planning Committees—groups of intermediates who with teacher guidance plan and carry out plans for unit and quarter activities such as bulletin boards, worships, and the observance of Thanksgiving and Christmas.

c. Mission Study, Projects, and Worships—correlated material entitled "Christian Growth Through Sharing" is available for the Augustana Lutheran Church from the Women's Missionary Society.

B. Worship Plans for the Quarter

1. The worship in the department each Sunday should be

planned and carried out by the pupils with teacher guidance.

a. A class in the department may have this responsibility for a unit of lessons.

b. The teacher should guide the pupils to select hymns and Scripture, to prepare prayers and meditations which express their response to God's message through the lesson of the day.

2. For guidance in making each worship a summary of the lesson or unit which it follows see "Suggestions for Worship" at the close of each lesson plan.

Christmas

C. The Observance of Christmas (See Lesson 12 in both the Teacher's Guide and Study Book.)

1. Early in October ask each class in the department to choose a representative on a Christmas planning committee.

2. This committee with adult guidance may make and carry out plans—

a. for a Christmas Worship in the department or in co-operation with other departments in the Church School.

b. for a project emphasizing the true meaning of Christmas in the home, community, and church. (See the mission correlation material in "Christian Growth Through Sharing.")

3. This committee will keep all in the department active in these plans during the Advent Season which begins Sunday, Nov. 29 and bring the plans to a culmination during the Christmas Season beginning Dec. 20.

D. Detailed plans for each unit and its lessons may be made at the monthly meetings during the quarter. Each department should have an hour for planning at each of the monthly teachers' meetings.

1. Suggested order for monthly planning during this quarter

September—Unit A, Lessons 1-3
October—Unit B, Lessons 4-10
November—Unit C, Lessons 11-13

2. Suggested outline for planning each lesson

a. Statement of Content and Aim of lesson.

b. Pre-session activities which help accomplish the lesson aim.

c. An interesting introduction to the Bible and Catechism study.

d. Plans for carrying out the Bible and Catechism study so the aim of the lesson is accomplished.

e. Plans for guidance of worship planning. (See "Worship Plans for Quarter" in this article.)

f. List of materials needed for the lesson.

E. Materials Needed for the First Quarter

1. See page 7 in the Teacher's Guide.

2. Additional Materials which may be needed—

Cards for making commandment and explanation cards for "Memory Work Drill."

Manila paper and crayons for picture drawing.

Cardboard or wrapping paper for "Commandment Classbook" (See *Additional Activities* in this article.)

Pictures which illustrate the meaning of the commandments for use in Commandment Classbook.

"Christian Growth Through Sharing" for Intermediate I of the Christian Growth Series (WMS Headquarters, 3939 Pine Grove Ave., Chicago 13, Ill.)

3. Books for Pupils and Department Use

Junior Hymnals or Hymnals

A Bible dictionary

A dictionary

A Bible concordance

"A Boy Meets Luther," Joelsson, (Augustana Book Concern)

"Martin Luther," McNeer and Ward, (Abingdon-Cokesbury Press)

"The Bible Story for Boys and Girls—Old Testament and New Testament," Bowie, (Two volumes) (Abingdon-Cokesbury Press)

"The One Story," Niebuhr, (Westminster Press)

(Unless otherwise designated, the books mentioned in this article are available from your synodical publishing house.)

4. Filmstrips for class or department use during the quarter

The Ten Commandments Visualized, Set of 10, purchase price $20.00

The Apostles' Creed Visualized

Creation (50 frames in color), purchase price $10.00

Redemption (2 filmstrips in black and white) purchase price $6.00

Sanctification (3 filmstrips in black and white) purchase price $9.00

(These filmstrips are available from your synodical audio-visual service or publishing house.)

Enjoy the going and stop thinking so fiercely about getting there.